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A

PROSPECTUS

OF

WALNUT GROVE SCHOOL,

TROY, N. Y.

ALLEN FISK, A. M., PRINCIPAL.

TROY:

TUTTLE AND GREGORY, PRINTERS.

1828.

* * As, from the Pupils' frequently visiting their friends during Term time, no small mischief has resulted to the School in various respects, and especially as it interrupts their Sunday lessons, the practice, hereafter, must be discontinued. Those whose parents reside in Troy, will be permitted to visit and dine with them on Sundays, between the public services of the Church. Immediately after the afternoon service, they must return to the School and be as regular and constant in their attendance, as those who come from a distance.—*April, 1828.*

PROSPECTUS.

SITUATION.

THIS school is located at the Mansion House of the late Mr. Vanderheyden, beautifully situated in the midst of a natural walnut grove, on one of those romantic eminences, which lie along the east side of Troy,—commanding a charming view of the town and its environs, Lansingburgh, Waterford and the Cohoes falls on the north; Albany, the Catskill mountains, &c. on the south. The elevation of its site and the foliage of its grove render it delightfully cool and healthful in the summer, and its proximity to the paved sidewalks of the town opens to it, at all seasons, the conveniences and advantages of the city. Standing at the head of Grand Division street, it has the town on one side and the country on the other,—a wide and handsome avenue leading from River street directly to it, but none passing by it;—thus being very easy of access, and at the same time so insulated and retired as to be free from all but voluntary intercourse with the population of the city. The grounds attached to the School embrace a piece of forest land and a range of hills, intersected by a very romantic little stream, which, in its course, forms a variety of beautiful cascades and furnishes a supply of pure water for bathing and other aquatic recreations. A ramble over these grounds—an exercise at all times highly conducive to health—is, on a fine summer morning, truly enchanting. The cool freshness of the grove and the matin songs of its feathered tenants,—the murmur of the busy little brook dashing down the precipice and briskly coursing its way to join the Hudson,—the hum of business

bursting from the town below and echoing loud and more loud high up the hills,—the striking beauty of the landscape varying and widening at every step,—all conspire to charm the eye and to spread the glow of health over the cheek. Such walks, also, taken as they are at an early hour and constituting a part of the stated exercises of the school, furnish admirable opportunities for exciting and cherishing in the boys a taste for Botany, Mineralogy, and other natural sciences. In short, a scene, better calculated to warm the fancy and improve the understanding—to fill the heart with grateful and benevolent emotions, and to produce that chef d'œuvre of ancient philosophy—*mens sana in corpore sano*—can hardly be designed or imagined.

In addition to these natural and local advantages, the place has been improved and fitted up expressly for the school. The immediate inclosure for play grounds, in the midst of which stands the school, contains three or four acres surrounded by a high picket fence and well shaded with thrifty young trees, yielding flowers, fruit and nuts in abundance. A small gymnasium has been prepared under cover for exercise and recreation in wet and cold weather; and a more extensive one for summer use, embracing a great variety of exercises under the shade of the grove, is in a state of forwardness and will soon be completed. Attached to the premises are vegetable and flower gardens, in which the boys are encouraged to promote their health and cultivate their taste by rearing flowers and useful plants. Separate parcels of ground are allotted to each pupil and premiums awarded to those who discover the greatest diligence and skill. At the close of every season, the products of their gardens will be appraised and the amount applied to missionary or other charitable uses, to be designated by the boys themselves. In fine, it may be said with entire truth that the situation of Walnut Grove School is equalled by few—surpassed by none, in the United States.

Hoc erat in votis; modus agri non ita magnus,
 Hortus ubi, et tecto vicinus jugis aquae fons,
 Et paulum sylvae super his foret. Auctius atque
 Dii melius fecere. Bene est; nihil amplius oro.

Hor. Sat. 2, Lib. 2.

PLAN.

This school is designed for boys only, and varies in number from twenty to thirty. It is considered well filled with twenty five, and can in no case receive more than thirty at any one Term.

Long as the comparative advantages of a public and a private education have been the theme of able and animated discussion, the question still remains undecided. Both sides have been well sustained, and each claims peculiar advantages, and prefers serious objections against the other. By those who are sensible of those claims, and who, at the same time, wish to avoid these objections, it has been proposed to take a middle course, combining the advantages of both. It is believed, that the best plan ever yet devised for the entire education of boys from six to sixteen years of age, is that where a person, properly qualified and disengaged from all other pursuits, employs himself and proper assistants wholly in the care and instruction of a competent number of boys, placed in his own house and under his own eye. Such is the plan of Walnut Grove School, and on this plan it has been in successful operation for two years. But it is now designed to give it a more peculiar character—to limit it not only to a competent number of boys from good families and unexceptionable moral habits, but to those who are of nearly the same age, who are pursuing the same course of studies, who will submit to the same strict discipline and the same steady application to their stated employments. It is designed to give the school more of the Spartan character than, it is believed, has yet been attempted in this country, or perhaps in modern times. It is designed, by systematic exercises both mental and corporeal, early commenced and steadily pursued, to establish habits of untiring activity and unshrinking resolution—to spread through the school that bodily health and mental vigour, which shall render idleness irksome and exertion delightful—which shall impel the boys to surmount with a light step and a cheerful heart the difficulties in their way to usefulness and eminence.

Those who are accustomed to see youth as they are usually found in schools, will probably think this scheme visionary and romantic; but the history of man and happily some experiments

already made in this school sufficiently prove, that with certain limitations necessarily resulting from the present state of society, all this is quite practicable. The plan at any rate is deemed worth a fair experiment, since even partial success might in these days, be thought almost miraculous; and the appeal is made with confidence to reflecting and judicious parents, whose views coincide with the plan here offered and who wish to have their sons trained up in the way they *should go*.

As much reliance is placed upon the force of early and continued habit, and upon excluding the influence of examples at variance with our own, no half-way compliances—nothing short of a full conformity with all our regulations can be tolerated. A single instance of nonconformity would soon produce its fellow, and gradually work the ruin of all our plans. The Spartan youth could not have been retained in the institutions of Lycurgus, if foreigners had been permitted to reside among them; nor can the pupils of any school be kept in the steady and cheerful obedience of its rules, while those rules are known to bend occasionally to the circumstances or the requirements of particular individuals. Where no dispensations *can* be granted, none—it is hoped—will be solicited or expected.

Again, it is agreed on all hands, that the habits which a boy forms at school are far more important than his progress in the sciences; and teachers are expected to form the manners, to guard the morals, to fashion and fix the habits of their pupils so as to enable them to combat successfully the temptations and seductions of a vicious world. But teachers must be expected to reason like other men; and what man of sense can think it worth his while, or can possibly feel any encouragement to take especial pains in forming a boy's habits, when he knows or has reason to presume, that the lapse of a few weeks will render all his plans abortive and all his labours useless by removing the boy from his care. Whatever others may promise or profess to feel, I frankly confess I do not like to waste my efforts on subjects so hopeless—nor can I assume the responsibility of habits formed without the sphere of my control. The Spartan virtue was not the growth of two or three months, nor even two or three years—their system commenced from the cradle, and ended when they became men—men in mind as well as body; nor can good habits be matured, or a thorough systematic education be acquired by those who are

flirted about from school to school, or who are part of the time sent to school and part of the time permitted to loiter about in idleness at home. Men do not gather crops from neglected fields, nor must parents expect their children to be virtuous without care and cultivation. To such as may think proper to place their sons or wards at this school with that constancy and for that length of time which are essential to the cultivation and maturity of good habits, and who also will not forget to favour me with the important co-operation of their own influence and advice—to such I pledge my untiring assiduity to satisfy all reasonable expectations. Such may likewise feel perfectly assured, that, while at the Grove, their boys shall certainly be kept from the influence of improper company and vicious example. No person of loose habits or dangerous principles, shall be permitted to remain here in any capacity, either as teacher, pupil or domestic. Our motto is, in the language of Juvenal,

Nil dictu fœdum visuque hæc limina tangat,
Intra quæ puer est.

Moreover, the injunction, “Remember the Sabbath day, to keep it holy,” will be regarded not only as the surest foundation and best support of all good habits, but as imposing an imperative duty not to spend that day in idleness or amusements. The principal of this school cannot consent, that the youth confided to his care shall be left to disregard a precept so plain and important. He would consider his trust very imperfectly executed and their education not only unfinished but fundamentally wrong, were the cultivation of the moral principle and religious instruction to be neglected. In a christian country, the principles of the christian religion certainly should, and in this school they certainly will form a prominent part in the system of education. The pupils will therefore be required to attend regularly every Sabbath, (unless when detained by ill health,) the public services at some church in this city—which one, is left to the direction of their parents. And when not at church, their time must be diligently employed in getting their sunday lessons and in attending the recitations and lectures in the school-room. Their first exercise every morning, and their last every evening, will be devotional—reading a portion of the scriptures, and prayers. And it is earnestly intended, that—with Divine assistance—no opportunity

shall be suffered to pass unimproved, to cultivate in them a tender conscience, a quiet and humble spirit, a charitable disposition, a sense of their accountability—a willingness to do unto others as they would have others do unto them.

DISCIPLINE.

In the estimation of those who are acquainted with the usual state of large boarding schools, where many of the pupils are more or less not only under the instruction but also under the government of inexperienced and unskilful assistants; the strictly parental and domestic character of this school will not be considered unimportant. The whole school forms but one family; the principal, in loco parentis, exercises not merely a general superintendence, but has the sole and immediate government of all the pupils; assembles them at the same table with himself for their meals, and in the same room with himself for instruction, and attends them personally in their amusements and exercises out of school. In teaching the French and Spanish languages, in drawing, penmanship and some other branches, assistants are employed, but they are employed as *assistants*, not as *substitutes* for the principal; their lessons and lectures are all given in his presence and under his direction, without their having any share whatever in the government and discipline of the school.

Respecting the kind and character of the discipline adopted here, it is our unshaken resolution to preserve good order and strict subordination, and to secure uniform and unhesitating obedience, at all events—"mildly, if we *can*—forcibly, if we *must*." The infliction of corporal punishment is considered a painful task, and never resorted to, till other expedients have failed; but we do not hesitate to declare, that we think it better to employ the rod than to spoil the child; and when it is employed, it will not be laid aside till the rebellious spirit which drew it forth, is effectually quelled. Moreover, inasmuch as parents should never place their children under the care of a teacher, in whose discretion they have not entire and implicit confidence, they cannot be permitted to interfere at all in the management of such as they do place here, except by their advice.

In all cases, it will be our constant endeavour, invoking and relying upon the assistance of Him, in whose hands are the wills

and affections of all—so to treat the children who shall be confided to our care, as we think a father ought to treat his own offspring—so to blend dignity with affection, and authority with gentleness, that the boys may feel the same ease and freedom with us, which they should feel in the society of their parents and family friends at home. Such a system of government is not only the most natural and reasonable, but also the most easy, and on every account the most desirable.

As a strict surveillance must be exercised to prevent boys from learning and imitating the language and manners of low and vicious company, they cannot be permitted to go into the town without the personal attendance of their teacher, unless, in peculiar circumstances, at the request and in charge of their family friends, who will be expected to return them in the same manner. To those who may wish to see any of the boys during Term time, is respectfully suggested the propriety of visiting them at the school. By calling them away, they not only interrupt their own studies, but occasion an uneasiness among the other boys, that often leads to dissatisfaction and sometimes to repining. Nor can the practice of sending them presents of cake, fruits, &c. be tolerated. As they take their meals at the same table and of the same dishes with myself, such presents are not only useless, but positively mischievous. The diet of one must be the diet of all. Any one, therefore, who receives such or similar presents, will be expected to divide them among his fellow pupils. For money, the boys will have very little occasion, and whatever shall be intended for their use must be placed in my hands.

AGE AND ACQUIREMENTS.

No pupil can be admitted into this school under six years of age, nor any over twelve, without the most satisfactory evidence of having been brought up in good habits. And as such habits can hardly be commenced too early, the principal of this school would be gratified if those parents who may wish him to educate their sons, would place them under his care as soon (after six) as they can read fluently. In a separate room of the same building and under my direction, is attached a select primary school, where boys may be received at three or four years and continued, if desired, till they have attained the age of eight years. This

school is considered as preparatory to the classical, and as far as practicable a correspondent course of instruction and treatment is pursued.

CLASSIFICATION.

During the first week in each Term, the pupils will be divided into classes according to their age and acquirements. There will be three classes in Greek, and three—at most four, in Latin. The boys must all be arranged in one or other of these classes, and no other than the regular class recitations will be attended to during the school hours.

This rule, it is anticipated, may encounter some objections, arising from the fluctuating state of our schools; but past experience has rendered it imperative. The principal of this school, from a desire to gratify individual wishes, has found his classes so numerous, and consequently his time so divided as to render it impossible for him to afford those explanations which are essential to the due improvement of the pupils. Every lesson requires, in reciting and explaining, from twenty to thirty minutes; and nothing is better calculated to induce careless habits in studying, and to make superficial scholars, than the hurried manner in which recitations are unavoidably passed over in our academies and public schools. To remedy this evil the present classification has been adopted, and therefore must be strictly adhered to.

The mornings will be devoted to the study of the languages,—the afternoons to arithmetic, geography, history, and other English branches. The boys will all be required to study English grammar more or less critically according to their age and other acquirements. They will also be required, when sufficiently advanced, to study two other languages—either Greek and Latin, or French and Spanish, at the option of their prents; or, if preferred, they may study one of the ancient and one of the modern languages,—and, when sufficiently advanced, they may study both the ancient and modern.

The first three weeks of each Term will be spent,—the mornings in recitations in the grammars and exercises of the languages designed to be pursued during the remainder of the Term,—and the afternoons in writing and in acquiring the general principles of drawing. These will be the only lessons given in writing, and

the only ones in drawing, except to such of the larger boys as may have time for extra lessons in that branch. As these preparatory lessons will be indispensable to their success in the subsequent course of studies, no pupils can, for obvious reasons, be received after the first week in the term; unless prepared to sustain a critical examination, in the lessons which shall have been recited by the classes they may wish to join.

The propriety of this rule will not be questioned by those who reflect how indispensable it is to have the school classed, and how absurd it is for a boy to commence a course of studies—as geography, for instance—in the middle of his book. It is for this reason, and not from any willingness to charge for board and tuition which have not been received, that no deduction is made in the term bills, in cases where the boys do not enter at the commencement of the term. Also, to preserve the classes, when formed, as free from changes as possible, is all important in cherishing that individual emulation, and that esprit du corps, without which the school room soon becomes a scene of dulness or indifference. The boys, therefore, who commence a Term, must not leave before its close, unless when rendered positively unable to pursue their studies, by sickness. For cases of slight indisposition, a good nurse will always be at hand; and to prevent the indulgence of youthful caprice, the advice of a physician will be considered necessary to justify a removal from the Grove.

CLASS BOOKS.

As some novelties will be found in the list of books adopted for the classes in this school, it may not be amiss to say a word or two in their defence. The younger lads, from six to ten years of age, who are just commencing their classical labours and whose progress must necessarily be comparatively slow, irksome and difficult, will be furnished with every proper assistance to cheer, enlighten and facilitate their advances. The plan of Mons. Bolmar, of the Phila. High School, in teaching French, has been tried with young beginners in this school, with happy success. As there does not appear any sufficient reason, why the same plan would not be attended with the like success in teaching other languages, it is concluded to adopt that plan, whenever the proper books can be obtained, with the younger pupils in Greek and

Latin. But when a lad has read enough in any language to have attained a considerable copia verborum, and especially when he has arrived at an age of sufficient maturity to reason and investigate for himself—then to have a translation lying before him while getting his lesson, may indeed save him the trouble of consulting his dictionary and enable him to read more of an author in a given time,—but it is believed to be equally certain, that it will make him a superficial scholar and an indolent boy.

For these and other reasons, the Delphini editions of the Latin poets, Davidson's Virgil, Smart's Horace, Hutchinson's Xenophon, Clark's Homer, and all similar works have been banished from this school. It is expected—and experiments made in this school justify the expectation—of boys who are sufficiently advanced to commence reading the higher classics, that they will have acquired such a proficiency in the language, and such a tact in decyphering obscure passages, as to be able to get their lessons without having a translation before them. Good translations, however, of all the authors read in the school, will be kept in the school library, and the pupils allowed to consult them—*when necessary*.

COURSE OF STUDIES.

The following is a catalogue, tolerably complete, of the authors, and of the order in which they are studied in this school. The course will not be departed from without the approbation of the board of visitors, and public notice given one term previous to the adoption of any new work. When any particular edition is specified, no other will be used in the classes. The pupil is supposed to commence the course at the age of six.

MORNING COURSE.

1st. Adam's Latin Grammar (simplified,)—the first course to comprise simply the examples of declension and conjugation in the Introduction; the second, the same with parallel examples; the third, the rules of Syntax and that part of Orthography and Etymology printed in the

AFTERNOON.

1st. Colburn's First Lessons in Arithmetic.

Murray's Grammar, simplified—General View.

Reading and spelling in choice Emblems, or other works adapted to youth,

large type ;—the whole to be accompanied with reading and translating in the Visible World.

2d. Jacob's Latin Reader, the last edition—to be read through—the first part, then the history, and then the other parts—the translations to be verbatim and literal—and the parsing critical and systematic. Successive portions of the grammar to be recited daily while reading this author, and continued till the whole is thoroughly committed to memory.

3d. *Historia Graeca*, through the historical part ; translating and parsing, as in the Reader.

Goodrich's Greek Grammar, and Howard's Greek Vocabulary to be commenced and studied in a manner similar to the one above specified for the Latin.

4th. *Viri Romae*.—Dana's Latin Tutor, commenced in small portions and continued daily till finished. Greek Grammar continued, with *Delectus*, part 1st.

5th. *Selectae é Præfatis* Greek Grammar and *Delectus* continued.

6th. Cornelius Nepos, Bancroft's edition ; and Jacob's Greek Reader.

7th. Cæsar's Commentaries, Dymock's, to be read through,

Penmanship, continued every Wednesday afternoon.

2d. Colburn's First Lessons continued. Geography for beginners, by Mrs. E. Willard.

Reading and spelling as above. Penmanship, Wednesday afternoon.

3d. Colburn's First Lessons continued ; Woodbridge and Willard's Geography ; reading and reciting in Goodrich's *History of the United States*. Penmanship, as above.

4th. The same as above.—Every Wednesday afternoon, written translations from *Viri Romae*, and Declamation.

5th. The same, continued ; with an outline of ancient Geography and History.

6th. Colburn's Sequel, and written translations from Nepos. Declamation and English composition, (Russell's plan,) Wednesday afternoon, alternately.

7th. Colburn's Sequel—Woodbridge's Universal Ge-

and with the constant use of ancient maps—Greek Reader continued.

8. Sallust, and Latin Prosody, Greek Reader, and Neilson's Greek Exercises begun.

9th. Ovid, (Gould's ed.) and Mythology. Xenophon begun, and Neilson's Exercises continued till finished.

10th. Virgil, (Gould's ed.) Roman Antiquities. Xenophon continued, and French commenced.

11th. Cicero's Select Oration, and *Elegantia Latinæ*—Greek Antiquities. Xenophon finished, and French continued.

12th. Cicero de Amicitia, de Senectute, and de Officiis. Latin Prosody reviewed, and Greek Prosody commenced. Herodotus, and French.

13th. Horace, (Dugdale's ed.) Homer, (Robertson's edition,) French and Spanish.

14th. Horace, and Livy—*Graeca Majora*, vol. 1. French and Spanish.

15th. Cicero de Oratore, and Tacitus.—Greek and Roman Antiquities reviewed. *Græca Majora*, vol. 2. French and Spanish.

ography, and Scientific Class Book.

8th. The same continued.

9th. The same continued.

10th. Pike's Arithmetic—(Parker's ed.) and Tytler's History.

11th. The same continued, and English Grammar in full.

12th. Colburn's Algebra, Tittler's History, and English Grammar.

13th. Colburn's Algebra, Drawing and Natural Philosophy.

14th. Day's Algebra, Drawing and Natural Philosophy.

15th. The same continued.

IN FRENCH.

The books at present used in the school are, for young beginners, Perrin's Grammar—more advanced, Levizac's—Perrin's Fables (Bolmar's ed.)—Cubi's Traducteur—Le Brun's *Telemaque*, &c.

IN SPANISH.

Josse's Grammar and Exercises, Cubi's Traductor Espagnol, &c.

VACATIONS.

The academical year in this school is divided into three Terms, of fifteen weeks each. The Fall Term commences on Monday fifteen weeks preceding Christmas; the Winter Term, two weeks after the close of the fall; and the Summer Term, two weeks after the close of the winter term—giving a vacation of two weeks at Christmas, another of two weeks in the latter part of April, and a third of three weeks in August and September.

And here a word must be indulged upon the manner of spending the vacations. For the sake of change, we think it best, both for the boys and ourselves, that they should leave the Grove in time of vacation and pass to the charge of other hands. Those who from being at too great a distance from home, or other causes, shall remain with us, will spend the vacations as we do—generally in making excursions on foot or on horseback, always in some active employment, calling into vigorous exercise the powers of mind and body. The Spartans had no other vacation than a change from theory to practice, from a laborious acquisition of principles and habits to a not less laborious application of those principles and habits to the purposes for which they had been acquired; nor should boys have any holydays but a change of scene and employment—from the school and gymnasium to their paternal roofs and family circles—but not to idleness and dissipation, not to spend their mornings in sleep and sloth, their days in—doing nothing, and their evenings in frivolous amusements and improper company. Those who are suffered to spend their vacations in this manner, will have been at school in vain—in vain their habits of early rising and active pursuits—in vain their lessons of temperance and self-government—in vain their seclusion from vice and vicious company. Their budding virtues are nipped in the shoot, and the labours of fifteen weeks are destroyed in one.

EXPENSES.

The annual charge for boys under ten years of age is \$200; for those over ten, \$250, to be paid one third thereof at the end of each term. Those who do not reside in Troy must pay in advance, or procure some responsible house in this city to assume the payment of their bills promptly as they become due.

This charge will cover all the expenses incident to board and tuition, except for bed and bedding, books and stationary. Such, also, as take the extra lessons in Drawing, French or Spanish, will be charged, extra, \$5 per term for each. The charge for use of bed and bedding, to those who do not provide for themselves, will be \$5 per term—for stationary and the use of books, the same.

No pupil can be received for a less time than one term, and no deductions made for absence, except in case of sickness.

EXAMINATIONS.

A public examination will be held during the last three days of every term, by the Board of Visitors, consisting of the following gentlemen :

Prof. DOANE, of Washington College, Hartford, Conn.
 Prof. KELLOGG, of Williams~~ton~~ College, Williamstown, Mass.
 Prof. NOTT, of Union College, Schenectady, N. Y.
 Rev. Mr. BUTLER, Troy.
 Rev. Mr. TUCKER, do.
 STEPHEN WARREN, Esq., Troy.
 DAVID BUEL, Jun., Esq., do.
 ALSOP WEED, Esq., do.
 Doct. LANGWORTHY, do.
 DANIEL PARIS, Esq., do.
 Col. ROBERT CHRISTIE, do.
 DANIEL GARDNER, Esq., do.
 GEORGE VAIL, Esq., do.
 Doct. SHELDON, do.
 JOSEPH RUSSELL, Esq., do.
 NATHAN WARREN, Esq., do.
 O. L. HOLLEY, Esq., do.

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